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ABSTRACT

This booklet presents a summary of South Carolina's utilization of Title I funds during the years 1976-1980 and identifies those specific projects exhibiting the greatest gains in terms of student achievement during fiscal year 1980. A series of tables show the impact of Title I in the areas of: (1) state allocation of funds; (2) number of participating students; (3) participants by instructional category; (4) number of teachers, aides, and other professionals employed; (5) budget funds by type of service; and (6) services provided for parents. Tables also indicate student achievement gains in reading and mathematics expressed in Normal Curve Equivalents. A number of operating Title I reading readiness, reading, and mathematics programs exhibiting significant success are described. Attention is paid to each program's operation, expenses and achievement gains. In addition, a parent advisory council project is examined. (APM)

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Title I as an Educational Resource in South Carolina

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who were educationally deprived and who resided in areas having high concentrations of children from low-income families. While Title I ESEA has since been amended, its basic "declaration of policy" remains the same, as most recently stated in the Education Amendments of 1978 (Public Law 95-561):

> In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.
>
> Section 101, Public Law 95-561

Title I has funded compensatory education services for South Carolina school children for fifteen years. All children served are educationally deprived; Title I services are attempting to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I funds as an educational resource for these specially identified children during the past five years and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1980.

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Title I as an Educational Resource
A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I as an educational resource has impacted on South Carolina.

State Allocation

Title I funds are distributed to each state according to a prescribed formula which is contained in the Title I law. Basically, the funds reflect the number of low-income five- to seventeen-year-olds residing in each state at the time the 1970 census was taken. Each school district receives its proportionate share of state funds based on the number of low-income students residing in the district according to the 1970 census.

The following chart shows the amount of Title I funds received annually by South Carolina for the past five years.

1976	$34,375,420
1977	$36,615,027
1978	$41,365,772
1979	$50,757,095
1980	$57,098,511

Number of Students Participating

The intended beneficiaries of Title I ESEA are educationally deprived children who live in school attendance areas having high concentrations of low-income families. Eligible school attendance areas are identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families are selected for Title I funding. Individual children within a selected school are eligible to be served on the basis of educational need. The selection of children to participate in the Title I program requires the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help are identified and served.

The following chart shows the number of students served by Title I for the past five years.

1976	169,774
1977	170,835
1978	165,575
1979	149,253
1980	118,986

Participants by Instructional Category

The chart below indicates that during the past five years more students participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts affect the state's continuing emphasis on the improvement of basic skills.

	1976	1977	1978	1979	1980
Prekindergarten and Kindergarten	2,954	2,526	2,563	2,886	3,271
Other — Readiness				2,606	3,181
English, Reading/English, Other Language Arts	81,959	84,563	84,444	80,093	71,872
Mathematics	58,268	59,680	63,757	58,027	34,725
Special Activities for Handicapped	9,939	8,511	3,373	3,842	3,692
Other Instructional Activities	16,654	15,555	11,438	1,799	2,245

Number of Teachers Employed

1976 1,219
1977 1,240
1978 1,364
1979 1,541
1980 1,587

Number of Aides Employed

1976 1,873
1977 1,873
1978 1,923
1979 2,430
1980 2,422

Number of Other Professionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators)

Summary data indicating the number of teachers, aides, and other professionals employed with Title I funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I funds as an educational funding source for these children in the state's 92 districts.

1976	591
1977	589
1978	735
1979	500
1980	520

Budget Funds by Type of Service*

This table illustrates budgeted funds by service category and totals for fiscal years 1976-1980. The data provided in this table indicate the extent to which the state's 92 school districts have directed Title I funds and resources toward instructional activities.

Type of Service	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980
Instructional Expenditures	$20,882,862	$22,553,752	$27,624,942	$34,481,267	$38,198,871
Supportive Services	$ 3,050,884	$ 3,126,716	$ 2,902,964	$ 3,693,905	$ 4,927,549
Other (i.e., fixed charges, portable units)	$ 4,831,219	$ 5,288,879	$ 7,062,254	$ 8,840,059	$ 8,505,409
Total	$28,764,965	$30,969,347	$37,590,160	$47,015,231	$51,631,829

*Data derived from the June 1980 Title I Progress Report.

Program Effectiveness

The effectiveness of Title I reading and mathematics programs in South Carolina is judged on the basis of standardized test scores. Children are given a pre-test before they enter a Title I program and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level which would have been expected if the children had not received special Title I services.

According to federal regulations, the gains must be expressed in a form which uses scores called Normal Curve Equivalents (NCE). If a Title I program has had no special effect over and above that of a regular program, the expected NCE gain would be zero. Therefore, any positive NCE gain may be attributed to the special treatment which the Title I program provided.

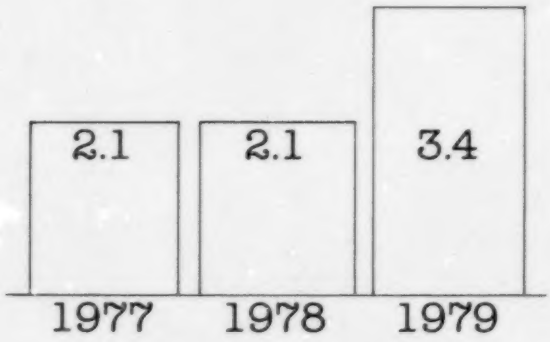
The graphs shown here represent the NCE gain for reading and mathematics programs in South Carolina for the three-year period from 1977 through 1979. The fact that the gains are increasing is probably more important than that they simply are positive. While the gains in reading were constant for two years, the change between 1978 and 1979 represents a 62 percent increase.

The change in mathematics between 1977 and 1978 represents a 48 percent increase; the change between 1978 and 1979 represents a 59 percent increase; and the change from 1977 to 1979 represents a 135 percent increase.

This data may be interpreted to indicate that the effectiveness of Title I programs in South Carolina is improving.

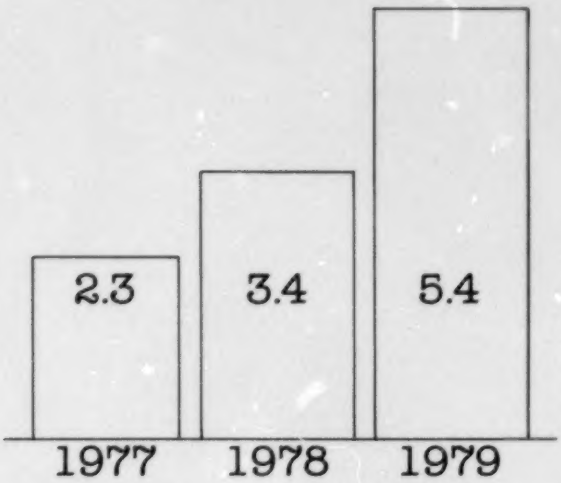
Title I NCE Gains

Reading



Title I NCE Gains

Mathematics



Services Provided for Parents

Another view of the total Title I effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1976	3,037
1977	3,594
1978	4,788
1979	3,827
1980	5,742

Exhibiting the Title I "Programs That Work"

The South Carolina Department of Education held its ninth annual Education Fair on February 17, 1981. Thirty-five projects featuring a variety of educational programs providing solutions to critical educational needs in local school districts were exhibited. The Title I Section of the Office of Federal Programs selected 23 Title I projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Title I programs, local school district administrative personnel, and members of Title I parent advisory councils were invited to view the exhibits. Over 1,000 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provided initial exposure plus an opportunity for each visitor to talk with personnel involved in implementation. Two weeks later host districts received visitors, provided information, and conducted awareness sessions in actual on-site tours of these selected Title I projects.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Title I program needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions and to stimulate districts to include in their planning a review of other Title I programs.

Readiness

Project Title	Extended Readiness
School District	Clarendon 2
Funding Source	Title I
Scope	Number of schools served: 1 Grades served: Grade 1 Number of students served: 50
Instructional Approach	Teacher and aide. Maximum number of students served per class: 25.

Project Operation
This project is designed for Title I identified first grade children needing additional reading and math readiness experience prior to beginning a first grade program. The majority of the children involved in this program have never attended kindergarten. The children are educationally deprived based on the results of the Comprehensive Tests of Basic Skills administered to all students entering first grade.

Learning through Language is used in conjunction with Barbe's Reading Skills Check List and Activities and the district's Language Arts and Mathematics Minimum Skills Program to form the core curricula.

Diagnostic testing and informal assessments help in determining each pupil's individual needs. This information provides assurance that only the necessary skill instruction and appropriate placement in follow-up materials will be provided.

In-service for teachers and aides is provided prior to the program's implementation and regularly during the school year.

Unit Cost	Initial: $6,500 Annual: $5,000
Evaluation	CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	31	12	62.7	15.4	35.7	0.0	27.0	15.4

Superintendent	Dr. Carl Ramsey (435-8130)
Project Director	Dr. Willie Woodbury (435-2807)

Project Title	Early Childhood
School District	Florence 3
Funding Source	Title I
Scope	Number of schools served: 4 Grades served: Grade 1 Number of students served: 130
Instructional Approach	Teacher and aide. Pull-out serving Title I students exclusively. Length of class period: 20-30 minutes. Number of classes per week: 4-5. Maximum number of students served per class: 8.

Project Operation
The Cognitive Skills Assessment Battery and the Comprehensive Tests of Basic Skills are used to diagnose individual strengths and weaknesses of selected Title I first grade students. These students are grouped for instruction based on specific skill needs in the following areas: visual-motor, visual-memory, visual discrimination, auditory-motor, auditory-memory, and auditory discrimination. DLM programmed materials in each of the above areas are used in pull-out groups of 6-8 students each day. Progression through these materials is determined by performance on each of the sequential activities provided.

Individual pupil progress is measured by the pupil's progression through the programmed materials and by pre- and post-test scores on the CTBS.

In addition to the pull-out instruction, the Title I aide assists the classroom teacher with Title I students in the mornings during the language arts and math blocks.

Unit Cost

Initial: approximately $2,000
Annual: approximately $ 500

Evaluation

CTBS—Pre-reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	31	6	72.6	9.9	50.6	0.0	22.0	9.9

CTBS—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	141	10	61.0	7.7	44.9	0.0	16.1	7.7

Superintendent: Mr. R. L. Cockfield (394-8652)

Project Director: Mr. Henry L. Lyerly (394-8663)

Project Title	Title I Reading Readiness
School District	Greenwood 50
Funding Source	Title I
Scope	Number of schools served: 3 Grades served: Grade 1 Number of students served: 75
Instructional Approach	1 part-time and 2 full-time teachers at the 3 schools. Length of class period: 30 minutes. Number of students served per class: 2-6

Project Operation

DIAGNOSIS: The California Achievement Test, the Cognitive Skills Assessment Battery, district diagnostic tests, commercial, teacher-made tests, and other informal and formal diagnostic tests are used to diagnose student strengths and weaknesses. A diagnostic/evaluation folder containing a Readiness Diagnostic Summary Sheet is maintained by the teacher for each student.

PLACEMENT AND PRESCRIPTION: A skills continuum of readiness skills forms the basis of diagnosis and prescriptions for individualization. The Title I Priority Readiness Skills Checklist is used for in-class recordkeeping purposes and for making decisions about re-teaching, extention activities and skills grouping. Emphasis is placed on oral language instruction. The Pre-Reading Skills program by Encyclopedia Britannica is used as the core instructional program, supplemented by other commercial and teacher-made materials that are correlated with the Title I Priority Readiness Skills Checklist. One-to-one and small group instruction is coordinated with the regular reading program, especially in vocabulary. Direct teacher instruction which actively involves each student is stressed.

ASSESSMENT: Evaluation and assessment of student progress or skills is conducted by the teacher throughout the year using teacher observation, formal diagnosis, and the Title I Priority Readiness Skills Checklist. Each student's progress is monitored by using the District Individual Student Skills Record Card which is marked at mid-year as well as at the end of the school year. Progress is also monitored by using the Title I Priority Readiness Skills Checklist. This card is kept in the student's permanent folder. To organize student data, two folders are maintained on each student. One folder houses samples of student work and progress on individual skills and prescriptions. The second folder, the diagnostic/evaluation folder, also contains a Student Evaluation Data Sheet on which is recorded the California Achievement Test pre- and post-test information which is administered in a spring-to-spring format. The Title I Norm-Reference Model of Evaluation is used. Also, at the end of the school year, parents, teachers, principals, and administrators submit a written evaluation of the Title I Reading Readiness Program. In addition, Title I Progress Reports are sent home to parents four times a year with the district report cards. Continuing communication with parents is done through phone calls, visits, letters, and happy-grams.

Unit Cost

Initial	PRS Program	$450
	Materials and Equipment	$500
		$950
Annual:	Materials and Equipment	$500

Evaluation

CAT—Pre-reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	63	2	79.0	17.5	41.7	0.0	37.3	17.5

Exportability

Schools adopting the program could easily initiate this readiness activity. Each program requires one teacher certified in preschool or elementary education. This teacher would go into the regular classroom already in operation in the district. The basic items that the adopting district would need for replication are a diagnostic system, an evaluation system, and a core program (possibly including the PRS program from Encyclopedia Britannica) which is correlated with the Title I Priority Readiness Skills Checklist.

A minimum of two days training would be necessary for the adopting staff. This would be used to orient the staff to the program components, including diagnosis, instructional format, selection of materials, parent involvement, evaluation, and staff development.

Superintendent: Dr. Henry C. Cole (223-4348)

Project Director: Dr. Karen B. Callison (223-4348)

Project Title	Readiness
School District	Lexington 3
Funding Source	Title I
Scope	Number of schools served: 2 Grades served: Grade 1 Number of students served: 48
Instructional Approach	Teacher. Special class. Length of class period: 40 minutes. Number of classes per week: 10 Number of students served per class: 6-8

Project Operation

The CSAB (Cognitive Skills Assessment Battery), the district's Math Curriculum Guide, the adopted texts (Addison-Wesley Mathematics and Holt Reading) and the PRI skills continuum are used in providing a diagnostic/prescriptive program. Emphasis is placed on the development of readiness skills.

Individual student placement is based on identified needs, interests, level, and ability.

The program basically utilizes teacher-made materials. Total group, small group, and individualized instruction are employed by the Title I teacher. The program is primarily teacher-directed with opportunities provided for ample reinforcement of specific skills.

Unit Cost	Initial:	Supplies, Materials, Equipment	$1,200
		In-service $500	
	Annual:	Supplies, Materials, Equipment	$ 548
		In-service $100	

Evaluation

CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	29	1	125.7	50.6	42.0	0.0	83.7	50.6

CRBS—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	30	6	72.3	13.3	43.6	0.0	28.7	13.3

Superintendent: Dr. Joseph E. Gentry (532-4423)

Project Director: Mr. William E. Black (532-9289)

Project Title	First Grade Readiness
School District	York 1
Funding Source	Title I
Scope	Number of schools served: 1 Grades served: Grade 1 Number of students served: 40
Instructional Approach	Title I aides work in the classrooms of district-paid teachers.

Project Operation

Title I first grade readiness provides educational opportunities not offered by the regular instructional program—reduced class size, diagnostic/prescriptive techniques, parental awareness and involvement, appropriate levels of materials, specialized materials, etc.

Individual educational plans (IEPs) are written for each student based on the results of diagnostic measures. A daily evaluation provides the teacher with information needed for planning and revising the IEPs. Parents receive a written evaluation (progress report) each nine weeks with informal reports issued as needed.

The learning environment in this activity is organized to provide teacher-directed instruction and to encourage independent and self-directed learning. Students work in groups and/or individually according to their needs. Each teacher has access to a Pre-Reading Skills kit along with reading games, filmstrips, cassettes, high interest/low vocabulary materials, and other supplementary/motivational materials.

Unit Cost	Initial: $2,000; In-service: $400 Annual: $ 500 per year for instructional supplies and materials
Evaluation	CTBS—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	30	3	86.8	21.1	42.8	0.0	44.0	21.1

Superintendent: Mr. T. B. Pettit, Jr. (684-9916)

Project Director: Ms. Katie Reid (684-9916)

Reading

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Project Title	Elementary Reading
School District	Clarendon 3
Funding Source	Title I
Scope	Number of schools served: 1 (East Clarendon Elementary School) Grades served: Grades 2, 3, 4, and 5 Number of students served: 110
Instructional Approach	Teacher and aide. Length of class period: 40 minutes. Number of classes per week: 5. Maximum number of students served per class: 12. Number of students served per day: 50-60. Students selected for participation on the basis of criteria set forth by Title I. Classes scheduled in addition to regular language arts period.

Project Operation

Parents are notified of student selection on the first day of school. The program itself begins on the third day, at which time the teachers begin individual diagnostic testing using an Informal Diagnostic Skills Test, an informal oral reading test, and the Dolch Word List. Individualized prescriptions are written and long-term goals developed. Conferences are scheduled with the regular classroom teacher on a bi-monthly basis and PAC volunteers are utilized to provide the teacher with conference time. The reading supervisor is available for consultation and further testing when it is deemed necessary. All students are screened for visual and hearing problems and the nurse keeps an updated health record.

Two folders are maintained on each child—one contains an IEP, test results, and other pertinent information; the other contains the student's profile and daily and bi-monthly assignments.

Students receive teacher-directed lessons. The teacher aide guides the students as they work independently in reinforcement materials to follow up teacher-directed activity. Instruction is provided on an individual, total-class, or small group basis, depending upon student needs. Vocabulary is presented in various ways, e.g., flash cards, sentence strips, activity sheets, and take-home storybooks.

Evaluations are constant, in the form of teacher observation and mastery tests which are administered upon the completion of each unit of work. A specially designed progress report is sent to parents each nine weeks.

Unit Cost	Initial: $2,500 Annual: $ 500
Evaluation	CTBS—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
2	28	9	98.47	18.9	45.18	0.0	53.29	18.9
3	12	1	121.34	22.0	61.42	0.0	59.92	22.0
4	33	5	78.24	14.5	26.79	0.0	51.45	14.5
5	32	1	119.35	27.2	21.16	0.0	98.19	27.2
TOTAL	105	3	101.09	20.4	33.94	0.0	67.15	20.4

Exportability
The program could be initiated by any district employing quality teachers and aides. One day of in-service would be required with two additional days needed to prepare materials.

Superintendent	Mr. Billy K. Floyd (659-2188)
Project Director	Mrs. Elizabeth L. Coker (659-2188)

Project Title	Title I Reading
School District	Dillon 1
Funding Source	Title I, ESEA
Scope	Number of schools served: 1 Grades served: Grades 9, 10, 11, and 12 Number of students served: 120
Instructional Approach	FTE teacher and FTE teacher aide. Length of class period: 50 minutes. Number of classes per week: 5. Maximum number of students served per class: 12. Classes conducted during what would normally be a study hall period.

Project Operation

Lake View High School's Title I Reading Program uses as its central core the diagnostic/prescriptive Individualized Criterion-Referenced Testing. ICRT is a series of individualized criterion-referenced tests that measure growth in the basic reading skills, but also offers an array of materials and services to use both for assessment and classroom instructional management. Individual student profile computer printouts provide the student and teacher with two basic kinds of information: (1) the specific knowledge and skills the student has learned; and (2) the specific knowledge and skills that he or she should learn next. Diagnostic information on each student profile is referenced to as many as five specific teaching resources that the teacher may use to teach the skills tested. Students are placed on a continuum of 345 reading skills, and a detailed management system is maintained in skills development progress, including interim testing and backup instruction on specific skills.

In addition to ICRT, students are given at least one informal reading inventory to determine functional reading levels. This information is valuable to teachers in their efforts to improve personal reading attitudes and habits.

While the main objective of the Title I reading program is to improve reading skills, a secondary objective is to improve reading quality. Students are exposed to a wide range of literature, including the classics, using a multimedia approach.

Unit Cost

The cost to initiate the Title I reading program based on ICRT was approximately $20 per pupil, but this will vary with options available to the district. Annual costs will vary depending on the need/desire for additional reading materials for correlation to testing; diagnostic testing costs alone will average under $2.00 per student.

Evaluation — Stanford—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
9	20	2	11.35	0.0	7.40	0.0	3.95	0.0
10	33	2	17.48	13.7	−6.06	0.0	23.54	13.7
11	20	6	11.46	8.0	−5.78	0.0	17.20	8.0
12	27	6	14.63	3.1	7.95	0.0	6.68	3.1
TOTAL	100	3	14.28	7.0	0.48	0.0	13.80	7.0

Exportability
The Title I reading activity in Lake View High School could be duplicated easily by other districts, as there is no export package. In-service needed to implement a similar program is available through representatives of the Education Progress Corporation.

Superintendent	Mr. H. M. Lowder (759-2882)
Project Director	Mr. William H. Moody (759-2882)

Project Title	Junior High Reading Special Class
School District	Greenwood 50
Funding Source	Title I
Scope	Number of schools served: 2 Grades served Grades 7, 8, and 9 Number of students served: 240
Instructional Approach	Teacher and aide. Special class for Title I students exclusively—provided in addition to regular classroom instruction. Students attend class in the Title I Reading Skills Labs. Length of class period: 50 minutes. Number of students served per class: 8-12.

Project Operation

DIAGNOSIS: The California Achievement Test (CAT), the Comprehensive Tests of Basic Skills (CTBS), the Slossan Intelligence Test (SIT), the Individualized Criterion-Referenced Testing (ICRT) program, the San Diego Quick Check, the district diagnostic tests, as well as teacher-made tests are all included in the formal/informal, commercial, and teacher-made diagnostic tests used to diagnose student strengths and weaknesses. A diagnostic/evaluation folder maintained by the teacher on each student houses this information along with the Reading/English Diagnostic Summary Sheet.

PLACEMENT AND PRESCRIPTION: A continuum of reading and English skills forms the basis for diagnosis, for skills instruction, and for coordination of Title I instruction with the regular reading/English program. The Title I Priority Skills Checklist is used for in-class recordkeeping purposes and for making decisions about re-teaching, extention activities, and skills grouping. A variety of materials, correlated with the Title I Priority Skills Checklist, forms a core program for each Reading Skills Lab. These materials include games, manipulatives, hardware, and software. Instruction is structured to teach specific skill objectives using small group and one-to-one organization. Vocabulary from the regular classroom texts is used in this special class. Direct teacher instruction actively involving each student is stressed.

ASSESSMENT: Evaluation and assessment of student progress on skills is conducted by the teacher throughout the year using teacher observation, formal diagnosis, and the Title I Priority Skills Checklist. Each student's progress is monitored by using the District Individual Student Skills Record Card which is marked at mid-year, as well as at the end of the school year. Progress is also monitored by using the Title I Priority Skills Checklist. This card is kept in the student's permanent folder. To organize student data, two folders are maintained on each student. One folder houses samples of student work and progress on individual skills and prescriptions. The second folder, the diagnostic/evaluation folder, also contains a Student Evaluation Data Sheet on which is stated the pre-/post-test information from the California Achievement Test, which is administered from spring to spring. The Title I Norm-Reference Model of Evaluation is used. Also, at the end of each school year, parents, teachers, principals, and administrators submit a written evaluation of the Title I Junior High Reading Special Class program. In addition, Title I Progress Reports are sent home to parents four times a year with the district report cards. Continuing communication with parents is done through phone calls, visits, letters, and happy-grams.

Unit Cost	Initial:	Materials	$1,500
	Annual:	Materials	$ 500

Evaluation CAT—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
7	70	3	25.96	8.5	-3.45	0.0	29.41	8.5
8	70	4	25.25	7.3	2.00	0.0	23.25	7.3
9	59	3	16.74	5.0	-1.13	0.0	17.87	5.0
TOTAL	199	3	22.98	7.0	-0.84	0.0	23.82	7.0

Exportability

The Junior High Reading Special Class program could be easily replicated in other schools and districts. In light of the basic skills thrust in recent years, schools adopting this program would gain a coordinated instructional program that would satisfy certain language arts basic skills legislation requirements. In addition, it would meet the needs of those students who score below the fiftieth percentile in reading on standardized tests and who are typically a cross section of minority, non-minority, male, female, disadvantaged, middle class students, as well as students with special learning problems and handicapping conditions. A certified teacher in reading or secondary education, an aide (optional), and a regular-sized classroom are needed. The basic items that an adopting school or district would need for replication are a diagnostic system, an evaluation system, and a core program correlated with the Title I Priority Skills Checklist.

A minimum of two days of training would be necessary for the adopting staff. These days would be used to orient them to the program components, including diagnosis, instructional format, selection of materials, parental involvement, evaluation, and staff development.

Superintendent Dr. Henry C. Cole (223-4348)

Project Director Dr. Karen B. Callison (223-4348)

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Math

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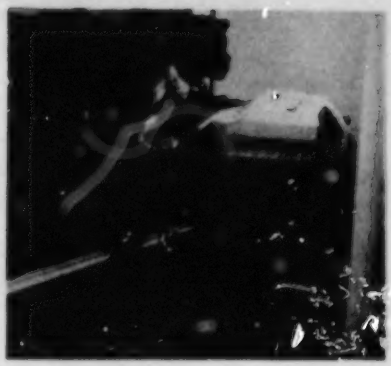

Project Title	Individualized Math
School District	Anderson 5
Funding Source	Title I
Scope	Number of schools served: 6 Grades served: Grades 4, 5, and 6 Number of students served: 360
Instructional Approach	Teacher and aide. Length of class period: 50 minutes. Number of classes per week: 5. Number of students served per class: 10-12. Small group and one-to-one organization used in classes.

Project Operation

A comprehensive checklist of skills mastery is maintained for each Title I participant. This checklist coordinates the criterion-referenced testing program, which accompanies the basal used by the district, with the Individualized Mathematics System materials used in Title I math classes. This program provides a means of placement, as well as assessment of student progress at regular intervals. Title I math students' initial instruction is provided by the Title I teacher. A qualified, full-time aide provides follow-up instructional assistance to students, as well as providing clerical help to the teacher in the maintenance of prescriptions and other recordkeeping. A variety of learning materials such as Monroe's Classmates 88, ETA's Versa Tiles, and numerous manipulative aids provide for wide range in learning styles. Spring-to-spring pre- and post-testing with the total math tests of the Comprehensive Tests of Basic Skills is used.

Each Title I math class provides diagnosis, a core instructional program, comprehensive individual and program evaluation, and ongoing parent involvement. Much emphasis is placed on individual teaching and learning styles.

Unit Cost	Initial:	Materials	$1,500
	Annual:	Materials	$ 350

Evaluation — CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
4	88	12	56.73	11.2	26.40	0.0	32.33	11.2
5	94	14	58.06	7.9	31.86	0.0	26.20	7.9
6	112	12	46.16	7.7	15.37	0.0	30.79	7.7
TOTAL	294	13	53.73	8.8	23.94	0.0	29.78	8.8

Superintendent — Dr. W. B. Royster (224-2173)

Project Director — Mr. John E. Cushing (224-2173)

Project Title	The Multi-Approach Program to Achievement (MAP) in Math
School District	Beaufort
Funding Source	Title I
Scope	Number of schools served: 7 Grades served: Grades 1, 2, 3, 4, 5, and 6 Number of students served: 700
Instructional Approach	Teacher and aide. Lab approach; students are pulled from the regular classroom and taught on an individual basis. Length of class period: 45-50 minutes. Number of classes per week: 5 Number of students served per class: an average of 10.

Project Operation
A student's entrance in MAP begins with a diagnostic test to determine skill deficiencies. After deficiencies are noted, the teacher plots a course of corrective action utilizing the learning approach to which the child will respond most favorably. Each student then proceeds following the prescription which offers the greater chance of success. Records are kept on each student and the management system allows for continuous assessment.

The one paramount difference in MAP is that it allows the opportunity to adjust the program of action to fit the student rather than requiring the student to fit a particular program.

Unit Cost	Initial: $5,000 Annual: $ 400
Evaluation	CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	108	17	75.63	21.7	38.10	0.0	37.53	21.7
2	71	16	75.35	15.6	43.86	0.0	31.49	15.6
3	98	18	48.72	1.6	45.46	0.0	3.26	1.6
4	1[illegible]	18	38.05	4.4	26.49	0.0	11.56	4.4
5	1[illegible]	18	47.34	4.4	33.51	0.0	13.83	4.4
6	98	15	36.33	5.5	16.22	0.0	20.11	5.5
TOTAL	638	17	51.77	8.3	33.11	0.0	18.66	8.3

Exportability
For a school district with existing facilities (classroom, furniture, etc.), only the component programs will be required to initiate the project. Once the programs are established, an in-service session is needed to explain the management system, recordkeeping, and correlation of programs. A follow-up session in nine to twelve weeks would also be beneficial.

Superintendent	Dr. Robert G. Salisbury (524-2660, Ext. 28)
Project Director	Mr. Herman K. Gaither (524-2660, Ext. 72)

Project Title Elementary Math

School District Chester

Funding Source Title I

Scope
Number of schools served: 6
Grades served: Grades 1, 2, 3, 4, 5, and 6
Number of students served: 660

Instructional Approach
Teacher and aide.
Pull-out serving Title I students exclusively.
Length of class period: 50-60 minutes.
Number of classes per week: 5.
Maximum number of students served per class: 12.

Project Operation
Title I students are removed from the regular classroom during math instruction and receive the total defined minimum program from a Title I certified teacher and aide team in a laboratory setting. The teacher instructs the students using the basal program adopted by the county. The aide provides the students with corrective and/or remedial instruction through a variety of supplementary materials and equipment.

Student placement is determined by the basal placement test, the basal pre-test, and teacher judgment. The teacher constantly diagnoses student progress and prescribed individual needs to be remediated by the aide. Each student is continually evaluated and records are maintained on an IEP and a student basal record card.

Unit Cost
Initial: $6,000
Annual: $ 800

Evaluation CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	147	1	100.70	32.0	50.01	0.0	50.69	32.0
2	93	8	67.17	14.0	39.92	0.0	27.25	14.0
3	116	6	66.84	11.8	37.16	0.0	29.68	11.8
4	85	8	40.36	6.8	23.29	0.0	17.07	6.8
5	93	9	32.80	1.2	29.96	0.0	2.84	1.2
6	53	8	32.91	4.9	12.91	0.0	20.00	4.9
TOTAL	587	5	63.08	14.2	35.48	0.0	27.60	14.2

Exportability
School districts can initiate this activity very easily since this is an alternate approach—substitution of services. In-service can be incorporated into the total school program by a Title I or district coordinator.

Superintendent Mr. E. L. Laughinghouse (385-6122)

Project Director Mrs. Jane W. Jordan (385-6122)

Project Title	Elementary Math Specialized Services
School District	Greenville
Funding Source	Title I
Scope	Number of schools served: 3 Grades served: Grades 3, 4, and 5 Number of students served: 120
Instructional Approach	Teacher. Special class—pull-out serving Title I students exclusively. Length of class period: 45 minutes. Number of classes per week: 4-5. Maximum number of students served per class: 7

Project Operation

The "Greenville County Mathematics Curriculum Guide" is utilized by all participating students for exact skill requirement diagnosis. This diagnosis is done in each student's regular classroom. From the diagnostic information provided by the regular classroom teacher, the Title I specialized services teacher develops profiles of individual skill needs and student prescription sheets for each participating student. Appropriate multimedia, multilevel materials are prescribed by the specialized services teacher to assist students in the development of specific skills. Each student works individually or in a small group with the specialized services teacher utilizing a variety of commercially prepared and teacher-made materials to strengthen and reinforce skill areas where needs have been identified. Student progress is continuously monitored throughout the school year. Program materials provide evaluative information to determine skill progress; post-tests are utilized to determine skill mastery; and level mastery tests are administered when all objectives for a level of work have been completed. The specialized services teacher plans with each student an individualized program of instruction geared to meet his/her specific skill needs.

Unit Cost	Initial:	$15,000
	Annual:	$ 2,200

Evaluation SAT—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
3	19	18	12.25	2.3	10.57	0.0	1.68	2.3
4	46	18	12.80	8.9	5.93	0.0	6.87	8.9
5	37	24	17.33	7.4	9.76	0.0	7.57	7.4
TOTAL	102	20	14.34	7.1	8.18	0.0	6.16	7.1

Exportability
This program is designed to be closely coordinated with the regular classroom instructional program through the utilization of the "Greenville County Math Curriculum Guide" objectives. The specialized services teacher supplements and reinforces math skill development which follows along with the learning experiences of each student's regular classroom activities.

In-service is required for the staff to learn the program organization, the correct utilization of program materials, and student selection and placement procedures. In-service could be provided by local consultants, company consultants, and consultants from other districts within the state.

Superintendent Dr. J. Floyd Hall (242-6450)

Project Director Ms. Carolyn Dillard (232-2005 or 879-2174)

Project Title	Elementary Special Math
School District	Coonee
Funding Source	Title I
Scope	Number of schools served: 3 Grades served: Grades 2, 3, and 4 Number of students served: 200
Instructional Approach	Teacher and aids. Laboratory approach; students receive Title I instruction in addition to regular math class. Length of class period: 45 minutes. Number of classes per week: 5. Maximum number of students served per class: 15 per class; 75 per day.

Project Operation
This program supplements the regular classroom developmental program. Title I teachers work very closely with the classroom teacher, coordinating the two programs and providing services not received in the regular classroom.

DIAGNOSIS: Students are already placed on instructional levels according to the district's math continuum. The objectives on each level are specifically stated and taught individually or in units. Teachers diagnose individual skill needs within an instructional level as each new objective is begun.

The diagnostic tests come from any of the following sources which are available to Title I teachers: Houghton Mifflen ICSP kits; Hoffman diagnostic materials; SRA Diagnosis kits; Wisconsin Math Design; Making Math Meaningful guide; teacher-made diagnostic instruments. Teachers use the above sources in various combinations, depending on the student's needs and levels.

PLACEMENT: Students are instructed and prescribed activities based on their (math continuum) instructional levels and skill needs within their level. Children who need a great deal of assistance and reinforcement on their assigned instructional level are given alternative instruction, activities, and reinforcement in their Title I class.

Second graders are given more small group, teacher-directed instruction. Third and fourth graders are given individual prescriptions.

NATURE OF INSTRUCTIONAL APPROACH—Individualized/Prescriptive: With the exception of the second grade classes, skill area units are developed around the prescriptive approach. Appropriate materials and activities are paired with specific math objectives. A prescription sheet is developed for each objective, listing the various activities a student can do to learn the objective. This is the master prescription.

In providing learning activities, teachers utilize many sources. Two of our labs contain the Hoffman materials. These, however, are supplemented by the same variety of materials supplied the other math labs.

Because children learn in different ways, a wide array of materials is provided. Although many are commercially made, many are also teacher-made. These include kits, games, file folder activities, worksheets, textbooks, manipulatives, and audio-visual materials. There is an activity and a teaching situation to suit every child's learning style and need. From the master prescription, individual prescriptions are made for each child. The amount of work a child is given depends on the results of his diagnostic test. The type of work depends on his learning style.

Many times a skill area unit revolves around a learning center, and all materials are placed in the center. The instructional value of the teacher is not to be overlooked, however. Students are placed in small groups according to common skill needs for teacher-directed instruction. The aide is often used for follow-up, practice, and review. Children with individual needs are assisted one-to-one by teacher or aide. They are often found in small groups and pairs for games and projects. Other activities are individual in nature, especially those designed for drill and practice.

The three-step learning process is the basis for instruction in Title I math labs. Concepts are introduced through concrete models and manipulatives. They are transferred to the pictorial representation, then to the abstract. This highly increases students' understanding and retention of a concept.

In the second grade, where children are not mature enough to follow individual prescriptions, they are grouped by skill needs for instruction and learning activities. A variety of materials, learning centers, manipulatives, and accommodation of individual needs is still prevalent.

To assist teachers in prescribing individual activities, the district's computerized math curriculum resource correlations are available. Teachers can retrieve printouts for each supplementary material, which correlate specific objectives to particular pages, cards, or parts of a given material.

ASSESSMENT: Each student is given a post-test at the end of each skill area unit. Often, students are tested upon the completion of individual objectives. This information is shared with students, so individual growth can be observed and personalized.

Usually, the same sources used for pre-tests are also used for post-tests, but using different test items.

In addition to objective and unit mastery tests, end of level mastery tests developed by the district are given upon completion of a level. This criterion-referenced test provides specific information about skill weaknesses which still exist. Remediation is required if weaknesses exist after the mastery test is given. Students must achieve 80 percent mastery on a level before moving to the next level.

Unit Cost
Two of the math labs contain Hoffman programs, which incur a considerable initial expense ($10,000). Costs to establish a non-Hoffman lab range from $3,000 to $5,000 depending on the amount of furniture already available in the room.

Ongoing costs annually to maintain a lab range from $1,000 to $2,500. These costs reflect supplies, materials, and equipment.

Evaluation CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
2	84	13	70.58	13.8	42.96	0.0	27.62	13.8
3	69	14	63.53	7.9	42.54	0.0	20.99	7.9
4	35	23	50.71	8.1	27.97	0.0	22.74	8.1
TOTAL	188	15	64.29	10.6	40.02	0.0	24.26	10.6

Exportability
It would not be difficult for another district to establish a Title I math program similar to that of Oconee County. Teacher selection is the key factor, along with proper supervision. Intense and relevant in-service would also be necessary. Observations in our math labs and a few days of sharing with our supervisor and some teachers could get a program off on the right foot. The availability of a math curriculum would facilitate the successful implementation of the lab.

Superintendent Fred P. Hamilton (638-5866)

Project Director Patty Smith, Title I Math Supervisor (638-5863)

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Project Title Math

School District Orangeburg 3

Funding Source Title I

Scope Number of schools served: 4
Grades served: Grades 1, 2, 3, and 4
Number of students served: 327

Instructional Approach Teacher and aide team.

Project Operation
Teachers of students in grades 1-4 use a diagnostic/prescriptive system called BASE (Basic Arithmetic Skill Evaluation) to identify students' strengths and weaknesses. BASE provides the teacher with an arithmetic profile of each student's basic entry level skills at his grade level. The skills identified are those considered basic and essential to satisfactory accomplishment at that grade level. The results of the diagnostic test are used to prescribe appropriate tools for remediation and to group for instruction according to individual needs.

Students are taught from a written plan designed specifically for them. Plans are revised, updated, or rewritten as needed. Students who participate in this program for 55 minutes per day for five days per week are placed in the basal mathematics series and a variety of criterion-referenced supplementary materials, equipment, and manipulative devices are used. Individualized and small group instruction are employed by teacher and aide teams who work with no more than 12 students per period.

Evaluation CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	74	10	70.41	23.3	29.65	0.0	40.76	23.3
2	84	14	42.26	0.0	42.28	0.0	-0.02	0.0
3	73	12	61.22	7.7	41.26	0.0	19.96	7.7
4	80	16	39.49	4.6	25.95	0.0	13.54	4.6
TOTAL	281	13	53.61	9.4	34.04	0.0	19.77	9.4

Superintendent Mr. Herman E. Cain (496-3288)

Project Director Mr. W. H. Settle (496-3188)

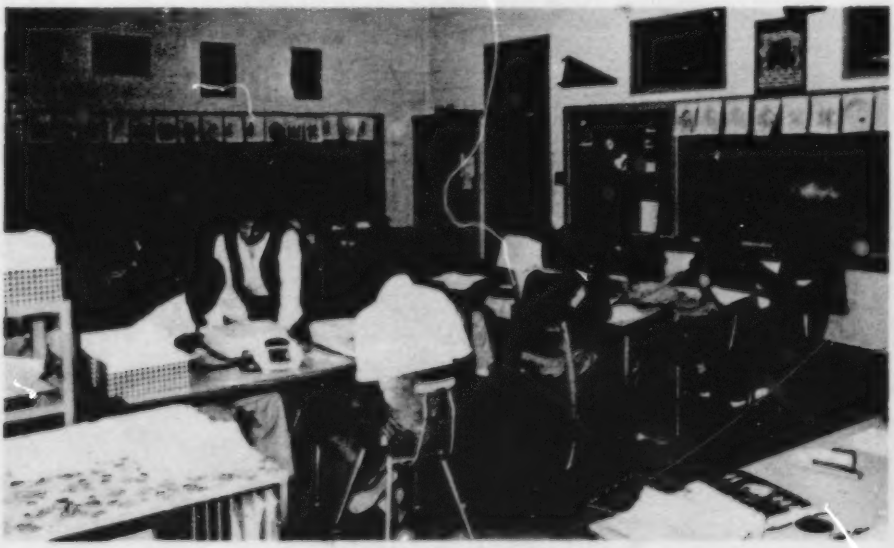
Project Title	Secondary Math
School District	Spartanburg 7
Funding Source	Title I
Scope	Number of schools served: 3 Grades served: Grades 7, 8, and 9 Number of students served: 346
Instructional Approach	Teaching team consists of the students' regular mathematics teacher, the Title I mathematics teacher, the Title I aide, and the floating mathematics specialist. Special setting: a regular classroom furnished with Title I materials and equipment. Serves Title I students only. Length of class period: 50 minutes. Number of classes per week: 5. Number of students served per class: an average of 25.

Project Operation

Diagnostic procedures are used to assess each student's skill development. Teachers select diagnostic instruments from a collection of both commercially and locally prepared materials. On the basis of the diagnostic test results, teachers prescribe an individualized course of instruction to develop specific skills by assigning specific instructional tasks and illustrating step-by-step procedures to be followed by the student. In assigning instructional tasks, teachers are guided by the District Mathematics Scope and Sequence. Student progress is assessed almost daily by either informal or formal means. The progress is then recorded on a skills checklist.

The program is teacher-directed. Students are grouped by skills and assigned to various learning centers. Two of the centers are direct-instruction centers conducted by the two teachers; other centers are reinforcement centers conducted or monitored by the aide.

From a variety of instructional materials and equipment, the teaching team selects activities for small groups or individuals. The most significant feature of the program is providing each student maximum interaction with trained staff and meaningful learning experiences. The team accomplishes this by employing diagnostic/prescriptive techniques and providing effective direct instruction to small groups.



Evaluation CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
7	34	12	36.09	3.8	19.09	0.0	17.00	3.8
8	167	10	52.49	9.3	18.14	0.0	34.35	9.3
9	91	8	56.60	12.6	13.80	0.0	42.80	12.6
TOTAL	292	10	51.86	9.7	16.90	0.0	34.96	9.7

Exportability
A district could adopt a program such as this by:

1. providing additional staff members, i.e., Title I teacher, Title I aide, and Title I math specialist
2. training the Title I staff and the regular teacher in diagnostic/prescriptive techniques
3. providing a minimum amount of materials and equipment to facilitate the diagnostic/prescriptive procedure and variety in instructional activities

Unit Cost Initial: $100 per classroom f[illegible] materials and equipment

Superintendent Dr. J. G. McCracken (585-2231)

Project Director Mr. Tom Hendrix (585-2231)

Reading and Math

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Project Title	Foundational Math (Grades 1 and 2) Math (Grades 3, 4, and 5) Reading (Grades 3, 4, and 5)
School District	Lexington 2
Funding Source	Title I
Scope	Number of schools served: 7 Grades served: Grades 1, 2, 3, 4, and 5 Number of students served: 675

Project Operation

Individualized tutoring, concentrated in the early grades, prevents failure by providing success for Title I participants in grades 1-5. The heaviest concentration of effort is in grades 1 and 2.

Pupils remain in regular classrooms, and must receive maximum reading and math instruction from the classroom teacher. In addition, each child receives at least 20-30 minutes of individual or small group tutoring each day from Title I personnel.

First and second grades have Title I tutors (paraprofessionals) in the classroom. Participants in grades 3-5 are scheduled into a reading/math resource room for diagnostic/prescriptive tutoring by a professional teacher.

Participants show, on the average, more than a year's progress each year, rather than the expected six months or less.

This program is funded totally by the district's Title I grant. A similar program might be manned by volunteers, providing enough volunteers could be obtained and properly trained.

Evaluation

CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
3	139	21	70.7	10.0	45.6	0.0	25.1	10.0
4	82	20	47.7	7.3	26.3	0.0	21.4	7.3
5	42	23	70.0	10.8	34.8	0.0	35.2	10.8
TOTAL	263	21	63.4	9.3	37.9	0.0	25.6	9.3

CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	257	13	64.3	20.5	28.7	0.0	35.6	20.5
2	218	20	66.0	10.7	44.1	0.0	21.9	10.7
TOTAL	475	16	65.1	16.0	35.8	0.0	29.3	16.0

CTBS—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
3	157	23	70.3	7.5	45.3	0.0	25.0	7.5
4	81	18	57.7	6.4	33.5	0.0	24.0	6.4
5	59	15	85.9	13.7	32.0	0.0	53.9	13.7
TOTAL	297	20	70.0	8.4	39.4	0.0	30.6	8.4

Superintendent Mr. Herbert A. Wood (796-4708)

Project Director Mrs. Bess Vaughn (796-4708)

Project Title	Elementary Reading Elementary Math
School District	Sumter 2
Funding Source	Title I
Scope	Number of schools served: 7 Grades served: Grades 1, 2, 3, and 4 Number of students served: 435 in math, 550 in reading
Instructional Approach	Teacher and aide. Special class—laboratory. Pull-out serving Title I students exclusively. Reading correlated with regular classroom instruction; math uses alternate instructional approach. Length of class period: 50 minutes. Number of classes per week: 5 Maximum number of students served per class: 10.

Project Operation
READING: The elementary Title I instructional reading activity serves approximately 550 students in a specially designed learning center environment apart from the regular classroom in seven elementary schools.

Project students are identified on the basis of their reading scores on the Comprehensive Tests of Basic Skills (CTBS) and teacher judgment of achievement level in reading in relation to age/grade peers.

Following admission into the program, each student in second and third grade is administered the Slosson Oral Reading Test of word recognition. Teachers then study the scoring and evaluation sheets from the Holt Basic Reading Program, Unit Test for 1979-80. These evaluation sheets provide information as to specific strengths and

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weaknesses in specific skill areas. The Silvaroli Informal Reading Inventory and the Doren Diagnostic Test are also administered. Results provide data for writing individual education plans for each student. First grade students who participate in this activity are identified by the Metropolitan Readiness Test (MRT). Those students who score less than 44 are eligible to participate in the activity. Diagnosis—a continuous process—is based upon the student's evaluation as he/she works in the learning center.

Flexible grouping procedures are utilized based upon skill needs identified through diagnosis. Skill needs indicate small group and individualized instruction as dictated by individual education plans and are written for each student in the program. The majority of the students attend the centers on a grade level basis.

Elementary Reading Centers operate for five 50-minute periods per day to accommodate the needs of the eligible participants meeting the established district cut-off score. The remaining part of the day provides teachers and aides opportunities for planning, writing prescriptions, conferences, and evaluating IEPs. Individually, students are scheduled into the reading center for five 50-minute periods per week for the entire school year. Instruction is presented by the teacher with follow-up activities carried on by the reading aide. Each student's work is evaluated on a daily basis, and prescriptions are updated or rewritten to conform to diagnoses and evaluations.

Coordination of the Title I and Basal Reading Program—the key to the success of this activity—is based upon skills, objectives, and activities directly correlated with the district's basal reading program. A correlation manual based upon the scope and sequence chart from the district's basal program recommends the development of prescriptions reflecting a variety of commercially prepared and teacher-made materials appropriate for individualized instruction.

The district uses a total language approach to the teaching of reading. The plan from the teacher's manual gives the skills to be taught for comprehension/literary skills, decoding/encoding skills, language and study skills. Both the Title I and regular classroom teachers work with the student from the same skill sequence. All skills are on the student's instructional level, which eliminates the problem of reading center teachers working on the instructional level and classroom teachers working on grade level.

Conferences between Title I and regular classroom teachers are scheduled to coincide with the nine-week reporting periods. Student's progress is reported to parents through "inform-a-grams" or "happy-grams." In addition, parent/teacher conferences are planned. Parents visit schools during the regular school day, but to a greater degree during open house visitation.

One reading supervisor and one reading specialist organizes and works with schools in implementing this Title I activity.

MATH: Approximately 450 Title I identified children in grades 1-4 are served by this activity which is designed to improve the basic skills in math for educationally deprived students in the district.

Nine Title I teachers with an aide serve 50 students (10 per class) a day. One math specialist serves in a consultative and supervisory capacity.

Format of classroom instruction includes:

(1) Diagnostic testing (BASE) and professional opinion for determination of strengths and weaknesses.

(2) Diagnostic/prescriptive teaching with prescription reflecting behavioral objectives to be mastered, consideration for learning style, and appropriate activities.

(3) Implementation of activity—either individual or group.

(4) Evaluation of performance using check-up test and professional opinion.

(5) Recycling for next sequential skill needing remediation if success or mastery achieved with previous skill.

Classroom instruction is highly individualized and varied to accommodate individual needs and interests. Laboratory activities are utilized frequently to promote active involvement and interest rather than constant written work.

Evaluation

CTBS—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	83	9	62.1	19.5	29.0	0.0	33.1	19.5
2	53	9	76.1	17.8	40.9	0.0	35.2	17.8
3	81	13	43.2	0.0	43.0	0.0	0.2	0.0
4	106	8	54.5	11.1	23.6	0.0	30.9	11.1
TOTAL	324	10	57.1	11.5	32.7	0.0	24.4	11.5

CTBS—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
1	134	13	73.3	12.7	44.8	0.0	28.5	12.7
2	76	10	64.5	6.9	34.3	0.0	19.1	6.9
3	112	9	43.2	1.2	41.0	0.0	2.2	1.2
4	138	7	59.8	8.3	30.4	0.0	29.4	8.3
TOTAL	460	10	60.5	7.6	39.7	0.0	20.8	7.6

Exportability

How easily could another district initiate your activity?
Program is implementable using reasonable budget.

How much in-service would be required?
One week initially—intermittent afterwards.

How readily available is the kind of in-service that would be necessary?
District-based.

Superintendent — Dr. H. William Mitchell (773-1491)

Project Director — Mr. Lionel Stukes (773-1491)

Project Title	**Elementary Remedial Reading**
School District	**York 3**
Funding Source	**Title I, ESEA**
Scope	**Number of schools served: 8** **Grades served: Grades 2, 3, 4, 5, and 6** **Number of students served: 528**
Instructional Approach	**Remedial reading teacher and Title I reading teacher.** **Special class for Title I students exclusively—provided in addition to regular classroom reading instruction.** **Length of class period: 35 minutes.** **Number of classes per week: 5** **Maximum number of students served per class: 6.**

Project Operation

All elementary students in York 3 are administered locally developed criterion-referenced tests and are placed in specific levels on a skills continuum spanning grades K-6. These tests are diagnostic in nature, and specific skill deficiencies are recorded on each student's profile sheet. A copy of this profile sheet is also kept in the student's Title I reading folder.

All selected participants in the Title I reading project are also administered informal and commercially produced diagnostic reading tests to determine skill deficiencies. These results are recorded on appropriate forms and kept in each student's folder. Based on the total diagnosis, independent activities through individual prescriptive assignments, learning centers, etc. are provided to reinforce and extend learning. Flexible grouping is used when students' needs are similar. A variety of multilevel reading materials and audio-visual programs are utilized for instruction.

The Title I reading teacher and the regular classroom reading teacher meet periodically to discuss and evaluate each student's progress. The classroom teacher administers the district criterion-referenced tests during the year. Student progress is assessed informally by the Title I reading teacher during the year, and the formal assessment (post-test) is administered in April.

Unit Cost

The per pupil expenditure for the current project year for materials, supplies, and equipment is approximately $20.00. Per pupil cost during initial implementation could vary with the amount of materials and equipment purchased and the experience and qualifications of the teachers hired.

Evaluation

MAT—Reading

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
2	100	18	12.8	8.9	9.6	0.0	3.0	8.9
3	132	12	8.4	12.4	2.4	0.0	6.0	12.4
4	121	12	6.6	3.8	4.7	0.0	1.9	3.8
5	92	8	8.3	3.8	6.0	0.0	2.3	3.8
6	09	8	9.3	6.8	5.3	0.0	4.0	6.8
TOTAL	554	11	8.9	7.4	5.4	0.0	3.5	7.4

Exportability

With sufficient funds, this activity could be initiated in any school district. Required in-service would involve:

1. Philosophy of compensatory education
2. Culture and personality of educationally disadvantaged
3. Pre-testing and post-testing of students
4. Selection of participants
5. Utilization of materials and equipment
6. Diagnosis of skill deficiencies
7. Classroom management and organization

Superintendent — Mr. B. Jeff Savage, Jr. (328-3814)

Project Director — Mrs. Judy A. Humphries (328-3814)

Project Title	Elementary Math
School District	York 3
Funding Source	Title I, ESEA
Scope	Number of schools served: 8 (Belleview, Edgewood, Finley Road, Lesslie, Northside, Richmond Drive, Sunset Park, and Sylvia Circle) Grades served: Grades 2, 3, 4, 5, and 6 Number of students served: 450
Instructional Approach	Title I teacher. Pull-out serving Title I students exclusively; provided in addition to regular math classroom instruction. Length of class period: 35 minutes. Number of classes per week: 5. Maximum number of students served per class: 8.

Project Operation

The elementary math curriculum in this school district consists of a skills continuum arranged in sequential levels for grades K-6. When a student is selected to participate in the Title I program, the Title I teacher records the student's placement in the skills continuum. A copy of each student's math profile sheet indicating mastery scores for each level is maintained in the Title I teacher's file. The Title I teacher further diagnoses specific skill deficiencies by administering commercially prepared and teacher-made diagnostic instruments and by analyzing the student's criterion-referenced tests for each level of the skills continuum.

The Title I teacher utilizes the locally prepared skills continuum series as the core of the instructional program. A student's individualized prescription will include a variety of instructional activities. Manipulative aids are used to help students visualize mathematical relationships. The Title I teacher confers weekly with each student's regular classroom teacher to assure coordination of instruction. Student progress is monitored by administering teacher-made tests and the district's criterion-referenced tests upon completion of each instructional level.

The small class size, the use of audic-visual aids and games, and an emphasis on success help to insure that students are motivated and challenged.

Unit Cost	Initial:	approximately	$66.00
	Annual:	approximately	$38.00

Evaluation

MAT—Math

			GAINS					
			ACTUAL		EXPECTED		DIFFERENCE	
Grade	Number of Students	Pre-Test Percentile Rank	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent	Standard	Normal Curve Equivalent
2	109	30	16.2	7.8	13.5	0.0	2.7	7.8
3	126	18	9.8	3.7	7.9	0.0	1.9	3.7
4	94	10	14.1	12.1	6.7	0.0	7.4	12.1
5	77	8	9.6	11.9	3.6	0.0	6.0	11.9
6	101	12	5.4	3.8	3.6	0.0	1.8	3.8
TOTAL	507	15	11.1	7.4	7.4	0.0	3.7	7.4

Exportability
This program could easily be adopted by another school district. The following in-service components would be necessary.

1. Presentation of federal and state Title I regulations and guidelines
2. Philosophy of compensatory education
3. Culture and personality of the educationally disadvantaged
4. Student selection procedures
5. Components of diagnostic/prescriptive teaching
6. Classroom management and organization
7. Coordination of instruction with classroom teacher
8. Title I evaluation procedures
9. Utilization of materials and equipment

This in-service could be conducted by a district's curriculum or Title I coordinator. The teachers must be enthusiastic, well-trained, oriented to individual skill development, and knowledgeable about how children learn math. In order for the program to be successful, teachers must have input into the organization of the program, recordkeeping procedures, and the selection of materials and equipment.

Superintendent — Mr. B. Jeff Savage, Jr. (328-3814)

Project Director — Ms. Julia Robbins (328-3814)

Parent Advisory Councils

Project Title	Parent Advisory Councils
School District	Marlboro

Project Operation
Title I parent advisory councils are the official advisory body for Title I programs in Marlboro County School District. There are 17 school advisory councils and one district advisory council, which are elected in accordance with federal guidelines and legislation. Councils are composed of Title I parents, non-Title I parents, teachers, and other residents.

Through the use of various activities, the council members and interested parents have been trained in advising the schools or the school district about the planning, implementation, and evaluation of Title I programs.

The county employs a parent coordinator to help organize and train members of parent advisory councils. The coordinator also serves as a liaison between the home, school, and community in order to communicate the program's function and promote interest in Title I and parental involvement. Each year a planning session is held with Title I personnel, parent advisory council members, and other parents in order to discuss methods to collectively promote student achievement in Title I. During each academic year, workshops are held on a county-wide level and in each of the five attendance areas. These workshops introduce council members to their advisory roles and train members in techniques needed to successfully fulfill their responsibilities. Training workshops focus on topics covered in "The Parent Council's Handbook," a guide for parent advisory council members developed by the Marlboro County School District Advisory Council.

In addition to attending meetings and training sessions, parent advisory council members participate in at least two classroom observation visits per year. In order to participate, members attend a seminar about conducting observation visits and are provided with sample questions. Upon completion of the visits an evaluation is conducted and recommendations are made.

The parent advisory councils and the parent advisory council coordinator also work to promote effective communication between parents, educators, and other interested citizens about programs and concepts which will enhance the educational progress of all Title I students. Through meetings, discussion groups, and workshops, members assist in strengthening parental involvement in the educational process by educating parents about their rights and responsibilities. Workshops geared for parents include such topics as "Discipline," "Communication," and "Building Confidence." Materials such as "STEP" (Systematic Training for Effective Parenting, AGS); "Shared Learning" (A Parent Involvement Program by Media Consultants); "Helping Your Child in School" (Oregon Teaching Center); "Parents and Teachers Together for the Benefit of Children" (NEA); and "The Family Living Program" (Scholastic Magazines) are also used as resources for parents and members of parent advisory councils.

Through continuous training and support, the Title I parent advisory councils are growing more effective in their efforts to promote the success of the Title I program in Marlboro County School District.

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PAC Coordinator	Ms. Gwendolyn L. Dixon
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